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ABSTRACT

This career guidance resource and instruction manual was written primarily for the secondary school counselor. Its purpose is to provide background information, resource materials, and procedures which are useful in teaching a guidance-based curriculum unit concerning self-awareness and the basics of career planning. The manual is divided into three sections. Section I provides background information on the Board of Cooperative Educational Services III Career Education Project, the relationship between Career Education, Career Guidance, and the Counselor as well as the development of the (Model) Career Guidance Curriculum Unit at Walt Whitman High School. Section II includes the model unit and the lesson plans with suggested learning activities and teaching strategies. These lesson plans cover the areas of interests, values, aptitudes, attitudes, problem-solving, decision-making, and the use of career information and materials. Section III contains a glossary of career education terms to be used with the unit, a primary and related bibliography, and an appendix which consists of all student information and activity worksheets to be used with the unit. (Author)

# CAREER GUIDANCE

## IN THE

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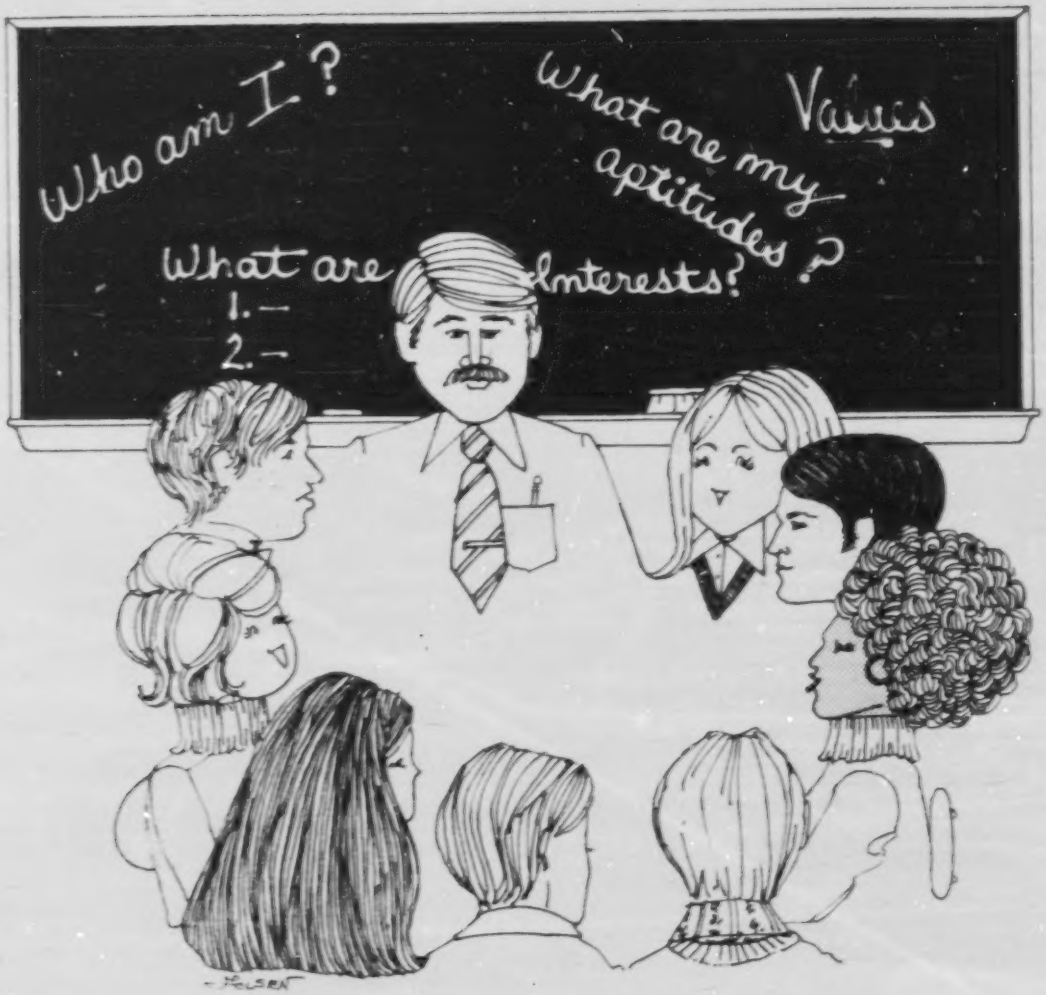


BOCES III

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

CG 008 841

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
THIRD SUPERVISORY DISTRICT OF SUFFOLK COUNTY

507 Deer Park Road, Dix Hills, N. Y. 11746

Gordon A. Wheaton, District Superintendent

# CAREER EDUCATION PROJECT

Resource and Instructional Manual

For The Implementation

of a Model

Career Guidance Curriculum Unit

in cooperation with
Walt Whitman High School
South Huntington Public Schools
Huntington, Long Island, N. Y.

by
Ronald R. Pastrana
Secondary Career Education Consultant

# FOREWORD

The publication on Career Guidance in the Classroom is a part of the Career Education Project which is directed by Dr. William H. Heath, Assistant Superintendent of B.O.C.E.S. III. The project is also indebted to Dr. Pearl Campbell of the State Education Department who has provided overwhelming support for our endeavors.

The project began in the fall of 1972 when elementary school personnel representing the 18 school districts of the BOCES were screened and selected to provide the greatest range of experiences. These twenty-three volunteers met every other week throughout the 1972-73 school year with Alyce Scimeca and Ray Bongiovanni in their role as Career Education Liaison Instructors. These gatherings helped the proj ect in a number of ways, not the least of which was clarification of the meaning of Career Education.

After the initial assembly it was soon evident that there were as many definitions of Career Education as there were members. The project liaison instructors settled down to establishing a common meaning to the title. This was accomplished by researching and reviewing existing national programs and subjecting them to constant critical evaluations, scrutiny and discussion.

As understanding emerged, so emerged directions for our own project. It was decided that sample career education instructional modules would be written around regular elementary school subject matter.

At this point in time an editorial board of six of the members was selected to meet daily during July to finalize ideas for the instructional sample modules. The remaining members participated in "Project Shadow." This part of the total project was an attempt to bring together business and education. Participating firms provided time during working hours for teachers to watch, as well as do, as they learned the inner mechanics of administration of the New York Telephone Company, General Electric and a host of others.

During the spring of the school year, as consideration was being given to proposals for continuation of the project into the 1973-74 school year, it was decided that a two fold approach should be adopted.

The emphasis on the elementary school portion would be expanded and an attempt made to bring Career Education, as a classroom activity, into the secondary school. The project owes a debt of gratitude to Ronald Pastrana for his devotion to the task and the tremendous amount of time and work expended. Its reception by the students will attest to the ultimate value of the volume.

Donald M. Friedman
Project Coordinator
Career Education Project

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# INTRODUCTION

This career guidance resource and instructional manual was written primarily for the secondary school counselor. Its purpose is to provide background information, resource materials, and procedures which are useful in teaching a guidance-based curriculum unit concerning self-awareness and the basics of career planning.

The manual is divided into three sections. Section I provides background information on the BOCES III Career Education Project, the relationship between Career Education, Career Guidance, and the Counselor as well as the development of the (Model) Career Guidance Curriculum Unit at Walt Whitman High School. Section II includes the model unit and the lesson plans with suggested learning activities and teaching strategies. Section III includes a glossary of career education terms to be used with the unit, a primary and related bibliography, and an appendix which consists of all student information and activity worksheets to be used with the unit.

This writer hopes that the concept of a career guidance teaching unit will be seen in terms of what it can do to help the counselor guide the learning experience of students and the strategies suggested will be viewed in terms of practical techniques for implementing the unit. However, since the unit is developmental, there is no doubt that it can be further expanded and improved.

I wish to ackowledge with sincere gratitude Richard L. Duncan, Guidance Consultant, Mesa Career Education Project, Mesa, Arizona, and Glen A. Thomas, Career Education Consultant, Helena Public Schools, Helena, Montana, for their assistance in providing information and materials that were invaluable in preparing the guidance-based teaching unit.

I am indebted to the staff at the Center for Vocational and Technical Education, Ohio State University, for their continuing technical assistance. I am especially grateful to Charles Bell, Research Associate at the Center, for his interest and hours of conversation during my visit to the Center which helped me to crystallize the concept of the model guidance unit.

I am finally grateful to my colleague and friend, Frank Keltos of Half Hollow Hills High School, for reviewing the manuscript and suggesting changes.

Ronald R. Pastrana

TABLE OF CONTENTS

Foreword

Introduction

SECTION I PAGE

Background of the BOCES III Career Education Project ..... 1

Career Education, Guidance and the Counselor ..... 2

Development of the Secondary Project and the Career Guidance Curriculum Unit ..... 3

SECTION II

Suggested Use of this Unit ..... 5

(Model) Unit: "Self Study and Career Planning"

Topics

1. Introduction to the Career Guidance Unit ..... 6
2. Who Am I? ..... 10
3. Understanding My Interests ..... 13
4. Understanding My Values ..... 17
5. Understanding My Aptitudes ..... 20
6. What Are My Attitudes? ..... 24
7. Problem Solving Techniques ..... 28
8. A Look at Decision Making ..... 32
9. How to Use Career Information and Materials ..... 36
10. What is Career Planning All About? ..... 40

SECTION III

Glossary: (Career Education Terms) ..... 43

Appendix: (Student Handouts and Worksheets) ..... 47

Bibliography: (Primary and Related) ..... 81

# SECTION I

## BACKGROUND OF THE BOCES III CAREER EDUCATION PROJECT

The Career Education Project is sponsored by the Board of Cooperative Educational Services of the Third Supervisory District, Suffolk County, New York.

For the academic year 1973-74, one guidance counselor from a high school will provide the secondary level continuum, since the main thrust of the project is on Career Education in the Elementary School. The major operational goal of the Career Education Project will be the development and implementation of innovative curriculum units integrated into the existing elementary school curricula.

The Secondary Career Education Program developed from the fact that there had to be a logical transition of the activities now operational at the elementary level, culminating eventually at the secondary level. It is reasonable that there be an integrated progression of career education into the secondary level and that the planning of this progression involve secondary level personnel to preclude the evolution of unrelated programs at the two levels.

It was decided that one secondary school in the Third Supervisory District be selected to pilot a transitional program. The program proposed was the development of a general course of study for high school students in "Career and Self Awareness". The course would be very strong in the affective domain and would aim at those students who have no or only vague ideas regarding their future goals.

Another aspect of the program combines the concept of a student-to-student advisor system in which high school students who have made a strong commitment to a particular occupational area could meet with elementary level students in peer group sessions. This concept, which entails peer group interaction, will undoubtedly help initiate the career development of the elementary school pupil as well as enhance the high school student's career concepts.

In essence, the Career Education Project hopes to make the elementary school child aware of his own unique identity and acquaint him with the world of work. Such introduction at the elementary level would afford him the opportunity of entering into the secondary level with preparatory skills which, when reinforced, would enable him to make more valid choices toward his career.

## CAREER EDUCATION, GUIDANCE AND THE COUNSELOR

### CAREER EDUCATION

Although there are nearly as many definitions of career education as there are definers, one emerging concept is that it is a developmental process which begins in kindergarten and continues through the adult years. This view maintains that the student progresses from an ititial awareness of career on to exploration and preparation, in a continuous advancement, toward placement in a satisfying adult life role.

From the outset it is important to realize that Career Education will not supplant any current educational system. What is now taught in the public school is a vital part of Career Education. For example, learning to read and write is obviously a significant aspect of career preparation. So too, is learning to use mathematics and learning about the biological, physical and social aspects of the world we live in. It has become evident, however, that what we now have in contemporary education is just not enough to meet the needs of young people entering a complex and rapidly changing technological society. Thus, Career Education will include learning experiences that are already a part of American public education as well as others that are not.

The learning experiences that are not now a part of the total educational experience are rooted in the career development concept. By definition career development is a process of growing and learning about self and how self relates to the career roles played out during one's lifetime. As has been stated: For this process to evolve, students must be provided reality experiences which enable them to test their values and evolving self-concepts in the larger community and the world of work. Thus we can see that the career development concept offers a new learning dimension, for it seeks to bring education to the reality of the world of work at all grade levels.

In essence, Career Education is the infusion of various elements of the career development concept into contemporary education. It offers educators an opportunity to relate subject matter to the world of reality as well as to the interests and needs of their students.

### GUIDANCE AND THE COUNSELOR

The prerequisite of any successful career education program is a strong career guidance service capable of serving all aspects of the students' educational life. Furthermore, within a Career Guidance Program no single function is more significant than the function of assisting students with their career development and career planning. In this context, guidance concerns itself not only with the planning for and acquisition of occupational skills, but also with the elements of self: aptitudes, attitudes, values, interests - all of which influence decision making and choice.

In its totality, this writer views career guidance as multi-dimensional in scope and strategy. It is continuous, sequential, and developmental in nature. Career guidance employs the techniques of individual counseling and group guidance, teaching of guidance curriculum units, multiple-opinion groups, and the student-to-student advisor system at the secondary and elementary levels. It also makes use of all media for dissemination of career information.

With the current emphasis on career guidance, the counselor has the opportunity and the responsibility to take a leadership role in the career developmental process of young people. He has the knowledge, skills, and expertise to deliver his specialized content area of "Self" and become the prime agent of change in the school.

## DEVELOPMENT OF THE SECONDARY PROJECT AND CAREER GUIDANCE UNIT

### IDENTIFICATION OF STUDENT NEEDS FOR CAREER GUIDANCE

During late Spring of 1973, the Walt Whitman High School Guidance Department, through its Career Guidance Service, gathered information on the career needs of students. The data obtained came from a variety of sources: individual counseling, group guidance sessions, class discussions, and career workshops. The prime source of data, however, was the "Career Guidance Survey", an evaluation instrument designed by this writer.* The survey was given to 400 students participating in Walt Whitman's Career Guidance Service. The responses to the survey amounted to 70% of the participating students. One major item in the survey was significant for the further development of the Secondary Career Education Project during the academic year 1973-74. Seventy-six percent of the students responding indicated the need for a mini-course that would cover the following: interests, aptitudes, values, achievements, decision making and career planning. Furthermore, the students indicated that it was necessary to have some idea of the relationahip between these six aspects and the realization of their career goals. In essence, they wanted to know more about themselves and the world of work.

The data obtained from the Career Guidance Survey and information pertaining to the Career Guidance Service at Whitman was informally reviewed and commended by the Guidance Unit of the Comprehensive Career Education Model (CCEM) at the Center For Vocational and Technical Education of Ohio State University.

### THE SECONDARY PROJECT AND THE CAREER GUIDANCE CURRICULUM UNIT

The operational core of the Career Education Project is based in the identification of student needs for career guidance and the prime career guidance function of assisting individuals with their development and career planning.

Since the "Project" is concerned with career development, student planning and the study of self, its goals can best be achieved and reinforced through a guidance-based teaching unit. This led to the development of the Career Guidance Curriculum Unit entitled, "Self Study and Career Planning". The model unit is a career guidance strategy to initiate an understanding of both self and the rudiments of career planning.

This writer felt that a visual graphic of the model and the structure of the unit would reinforce the career development concept. The graphic indicates quite vividly that for effective career planning to take place, there must first be a study and understanding of self. (See Diagram for the (Model) Career Guidance Curriculum Unit.)

The model unit will utilize the group situation as the vehicle to initiate self understanding, decision making skills, and problem solving techniques. Through their actions and reactions the group members will demonstrate interpersonal dynamics, an underlying force in the areas mentioned above.

It is hoped that after the student finishes the unit, the knowledge he has gained will motivate him to continue these important investigations on his own. Thus by taking the initiative, he will be using decision making skills, refined with a degree of self understanding, which will eventually lead to a tentative career choice. In this way, it is hoped, the model unit will be an instrument for success.

* See Bibliography - Evaluation Report of the Career Guidance Service.

# SECONDARY CAREER EDUCATION PROJECT

**WALT WHITMAN HIGH SCHOOL**

**(model)**

**CAREER GUIDANCE CURRICULUM UNIT**

**"Self Study and Career Planning"**

SECTION II

## SUGGESTED USE OF THIS UNIT

This unit, entitled "Self Study and Career Planning", is designed for use by counselors with senior high students. However, seventh, eighth, and ninth grade students could equally profit from many of the learning activities and experiences found in most of the topics.

The unit calls for one class a week for a period of fifteen weeks, and consists of ten separate topics with each topic having a suggested class time. Each topic can be expanded at the discretion of the counselor in order to give full value to ongoing group discussions and personal appraisal information.

The topics included in the unit are arranged in a suggested sequence, but the counselor should feel free to rearrange the topics in the best possible way to meet student needs. The topics on "How to Use Career Information and Materials" and "What is Career Planning All About?" should be left in their present sequence since they contain culminating activities and exercises. At the end of each topic there is a note page to provide the counselor with space for his own thoughts and ideas on that specific topic.

Each student handout and worksheet used in a particular topic is found in the Appendix and numbered accordingly. The materials should be copied and placed on duplicating masters for easy distribution to students. It should be noted that each handout and worksheet is a model and the counselor can develop others according to his requirements.

Each student should maintain a notebook and folder in which to include the handouts and worksheets distributed during the course to serve as ready reference for personal career information which will help him facilitate his future career decisions.

The counselor will find a glossary of career education terms and bibliography in Section III of this manual. Each entry offers a ready reference to the current thought and development of career education and guidance. The glossary is especially important to the unit since it is the major source of terminology used in the ten topics.

It is most important that the counselor read the entire course before using it, to make notes in the spaces provided, and to alter the text in any way to best adapt it to his students' needs. This will insure the continuity and smooth implementation of the course.

(MODEL)
CAREER GUIDANCE CURRICULUM UNIT
"SELF STUDY AND CAREER PLANNING"

TOPIC 1

Topic Title: Introduction to the Career Guidance Unit

Grade Level: 10-12 (flexible)
Time: 1 hour

Objective:

To acquaint students with the rationale, purposes, and content of the unit.

Preparation:

1. Reproduce material describing the unit for distribution to students.

2. Notify students to bring a notebook and folder for materials distributed during the course of the unit.

Key Points:

1. This unit, as well as successive units, was developed to meet basic career needs of high school students.

2. The career needs were identified by a survey instrument.

3. The effective realization of career goals is dependent upon self-knowledge and career planning.

Learning Activities and Teaching Strategies

I. How did the Self Study and Career Planning Unit come about?

A. During the late Spring of 1973, the Walt Whitman Guidance Department conducted a career needs survey with 400 students. The survey told us that there was a definite need for students to take a mini-course that would cover the following:

1. I need to understand my interests, aptitudes, values, and achievements, and the decision making process.

2. I need to have some idea of the relationship between the above mentioned elements to the realization of my career goals.

To meet these needs, the present course was developed. The course is just a tool for helping you to learn about yourself and the basics of career planning.

B. Refer to course outline that was distributed to students at the start of class.

II. What is the Course Outline and how does it relate to "Self Study and Career Planning"?

A. The topics to be reviewed in the course include: Introduction, Who Am I?, Understanding My Interests (2 periods), Understanding My Values (2 periods), Understanding My Aptitudes (2 periods), What Are My Attitudes? (2 periods), Problem Solving Techniques, A Look At Decision Making, How To Use Career Information And Materials (2 periods), What Is Career Planning All About?

B. A brief description of the ten topics:

1. Introduction

This is the topic you are studying now. Its purpose is to give you a general idea of what this course is all about.

2. Who Am I?

This topic helps you to focus on yourself. You will think about your interests, values, aptitudes, attitudes, abilities and behavior. You will attempt to see yourself at this present time in relation to your school and career goals.

3. Understanding My Interests

This topic will help you to compare what you think your interests are with the results of an interest questionnaire. It will further help you to look at the kinds of occupations that go with your interest. You should determine whether you are interested in working with Data, People or Things.

4. Understanding My Values

Information about your values will help you to consider goals that include activities and settings that are important to you. Your values are the things that are important to you in your life. They affect your choice of school and career goals and just about everything else that is important to you. You will take a test called the Work Values Inventory to help you answer questions about your values.

5. Understanding My Aptitudes

Different opportunities in your future require different patterns of abilities. Your success in any field will depend a great deal on your aptitudes in those areas that are important to the field. This topic will help you to understand the meaning behind the scores on the Differential Aptitude Tests and the Armed Service Vocational Aptitude Battery. How to use the scores for Career Planning will be stressed.

6. What are My Attitudes?

Your attitudes influence how you act when you are by yourself or with other people. Getting some information about how you act in personal and social situations will help you to know in advance how you are likely to act in various settings related to school and career goals. This topic will show you how attitudes and the resulting behavior affect success in achieving the mentioned goals.

7. Problem Solving Techniques

   This topic will show you how to develop a thought process which can be used to solve problems in an orderly and analytical manner in any given time frame. This thought process can be used for all problems especially in the process of decision making for career planning.

8. A Look at Decision Making

   This topic presents decision making as a process that involves the collection of a body of information. It includes a variety of data and an analysis of the data through a problem solving approach to attain a solution.

9. How to Use Career Information and Materials

   This topic will introduce the student to the information and materials found in the Career Information Resource Center and the community at large. At this point the student will be able to use what is available in a more sophisticated manner, having recently obtained insights into himself and the essentials needed for career planning.

10. What is Career Planning All About?

    This topic introduces the student to career planning as a three-phased process. It involves as thorough an understanding of Self as possible, as complete an understanding of the world of work as possible, and then the integration of these so that effective decisions can be made.

Summary:

In summarizing the topic the counselor should, through student questions and class discussion, arrive at the general conclusion that an understanding of one's interests, aptitudes, values, attitudes, and behavior is necessary for effective decision making and career planning. This will subsequently facilitate the realization of one's career goals.

COUNSELOR NOTES

(MODEL)
CAREER GUIDANCE CURRICULUM UNIT
"SELF STUDY AND CAREER PLANNING"

TOPIC 2

Topic Title: Who Am I?

Grade Level: 10-12 (flexible)
Time: 1 hour

Objectives:

1. To encourage the student to gather as much information about himself as possible through a form of self study.

2. To have the student at this point in time appraise himself with respect to his interests, values, aptitudes and attitudes as they relate to his school and career goals.

Preparation:

Reproduce handout on Self Appraisal Essay for distribution to students.

Key Points:

1. "Self-appraisal" includes not only what we think about ourselves but also what others think about us.

2. A sincere and objective "self-appraisal" will help you to know who you are and where you are going.

3. All of our personal characteristics in one way or another affect school and career goals.

Learning Activities and Teaching Strategies

I. What do you know about yourself and your abilities?
Do you know what people think of your personality?
Do you know who you are?

A. The first part of this course will give you an opportunity to look for answers to these questions about yourself.

You will be using the answers to these questions for further self study so that you might know who you are and where you are going. Then you can plan where you are going!

B. As a starting point I would like you to appraise yourself by writing an essay to answer the question, "Who Am I?". This essay is for you and will be kept confidential. In your essay include some information about each of the following:

1. abilities (D.A.T. scores, ASVAB scores, your social, scholastic and physical abilities)

2. interests (hobbies, extra curricular activities, and possible career goals)

3. personality traits (attitudes, behavior, self control, confidence, etc.)

4. strengths and weaknesses (purely subjective as you see them)

5. other information you feel is important.

C. Review your essay "Who Am I?" and then place it in your career folder.

II. At this point divide class into small groups for discussion of how one's personal characteristics affect school and career goals.

A. Each group should write down some of the major findings and then report them to the class and a general class discussion should be held.

B. If time is of the essence, hold off general discussion for the next class. The continuity will be maintained since the next topic concerns "Understanding My Interests".

Summary:

In summarizing the topic the counselor should, through student questions and class discussion, arrive at the general conclusion that in order to know who we are and where we are going, we must first appraise our personal characteristics in an objective manner. A meaningful self-appraisal leads to a deeper understanding of ourselves and how we relate to others.

(MODEL)
CAREER GUIDANCE CURRICULUM UNIT
"SELF STUDY AND CAREER PLANNING"

TOPIC 3

Topic Title: Understanding My Interests

Grade Level: 10-12 (flexible)
Time: 2 hours

Objectives:

1. To help the student find out more about himself in the area of Interests.
2. To help the student relate his interest with possible work activities.
3. To help the student see his interests in relationship to working with Data, People and Things.

Preparation:

Reproduce sufficient copies of the Interest Check List developed by the U.S. Training and Employment Service.

Key Points:

1. Knowing about your interests will help you to relate them to your school and career goals.
2. The Interest Check List will help you to explore possible kinds of work you would like.
3. Your interests are subject to change and this is important to realize as you come to know who you are.

Learning Activities and Teaching Strategies

I. You learn about yourself by understanding your interests.

A. What are interests?

Interests can be thought of as the likes and dislikes of an individual. You could also say that they are activities you like to do, things that please you and give you much satisfaction.

B. Why gather information about our interests?

Knowing about your interests and how they might relate to your school and career goals should help you to have a happy life! This information will help you work toward those future activities you truly enjoy doing. The more information on your interests that you can gather, the more able you will be to plan well.

II. Introduce students to the Interest Check List.

A. To find out more about who you are in the area of interests, you will have the opportunity to take a special interest inventory called the Interest Check List. This inventory can help you to relate your interests with the kinds of work you might possibly like. It indicates a broad range of activities which are found in most industries and occupations in the United States today.

The Interest Check List is not a test and there are no right or wrong answers.

B. Administer the Interest Check List in accordance with the prescribed procedure. Approximately 20-25 minutes is the average time required to complete the Check List. Upon completion of the Check List by the student, he should return it to the counselor.

C. During the next class session, the counselor will discuss the Check List with the group.

III. How is the Interest Check List used?

A. It is an exploratory tool from which the student and counselor can investigate together the range of career interests of the student.

B. Discuss "liked" activities with the counselees to be certain that they represent true vocational interests and not interests based solely on such factors as the pay rates or the glamor aspects of the job. First, discuss the items doublechecked as "most liked". Then, review other items checked as "liked", particularly the occupational clusters of checks. It is important to bring out what is liked about these activities and why they are liked, and to explore relationships between "liked" activities in order to determine possible patterns of the strongest interests. Discuss with the counselee whether he has had actual work experience, leisure-time activities, schooling, or hearsay information bearing upon the activity, and whether he is interested in investigating the job possibilities for that activity. Interests given the greatest consideration should be those which reflect a desire to participate in the activity rather than to be an observer.

C. Negative interests may also be significant, particularly when they have a bearing on the formation of the vocational plan. Activities that are disliked should usually be eliminated from consideration. However, disliked activities should be explored when the counselee has had definite work experience or training involving these activities. Responses checked as uncertain might also be explored in activities in which the counselee has had work experience or training.

IV. What additional information can you obtain from the results of the Interest Check List?

A. Explain to the students that those work activities given the greatest consideration can be classified into three special categories called worker functions: Data, People and Things. This means that no matter what the job is the worker functions in terms of:

1. Data (instructions, information and ideas).

2. People (in the form of the public, supervisors and fellow workers, as well as animals dealt with on an individual basis as if they were human).

3. Things (materials, equipment, or products).

Some jobs emphasize one function more than the others and thus interests can tell the student what his worker function preference is. Would he like to work with People, or Data or Things or any combination of the three?

B. All this information will be useful to you when you begin career planning, if you keep one idea in mind: interests change and interests are just one part of coming to know who you are.

Summary:

In summarizing the topic the counselor should, through student questions and class discussion, arrive at the general conclusion that knowing about your interests and how they relate to your expressed occupational preferences and the worker function categories will be useful to plan for the future. The information gathered will also help to learn more about yourself now!

COUNSELOR NOTES

(MODEL)
CAREER GUIDANCE CURRICULUM UNIT
"SELF STUDY AND CAREER PLANNING"

TOPIC 4

Topic Title: Understanding My Values

Grade Level: 10-12 (flexible)
Time: 2 hours

Objectives:

1. To help the student find out more about himself in the area of Values.

2. To provide the student with a means by which he can relate his values to what he thinks is important in determining his school and career goals.

Preparation:

1. Reproduce sufficient copies of the handout on "Work Values" for distribution to students.

2. Read manual for the administration of the Work Values Inventory.

Key Points:

1. Knowing about your values is important since they help determine your "life" goals, and your "life" goals give a picture of who you are.

2. Values are subjective and everyone forms his own ideas in accordance with his own unique life experiences.

3. Knowing about your values will help you identify those things you think are important in the work you will do some day.

Learning Activities and Teaching Strategies

I. Key questions regarding values clarify one's value system.

A. What are values?

Your values can be regarded as your idea of those things that are important to you. If you value something highly it definitely has importance to you in your life.

Ex.: If schooling, a job, or helping others is very important in your life, it then constitutes a significant value for which you will be willing to work very hard.

B. What other ways can we see values?

Values can also be seen as what you consider to be right or wrong. Values provide your life experiences with a framework of order so that life is not so perplexing.

C. Why are values important?

Values are of prime importance since they help determine your life goals, and your life goals give a picture of who you are. That is what you are beginning to find out.

II. Introduce students to the Work Values Inventory List.

A. Ask each student to indicate those values that are important to him and those values which are not important.

B. After the above task is done by individual students, divide them into small groups. Ask each group to determine, "Which values are more important than others?" Each group should report its findings to the class.

C. One outcome of the small group discussion is the discovery that values are subjective and that every one forms his own ideas in accordance with his own unique life experiences. On this basis, values that are important to some are not important to others, and to determine a master list of values by ranking is not valid or real. However, it is real for each individual for only he can say what is important to him.

III. At this point in the topic on values introduce the Work Values Inventory.

A. Indicate to the students that they previously had an experience with the Work Values Inventory List. By taking the complete inventory, they will now have an opportunity to match their previous results with the inventory results. The information obtained will help them identify those things they think are important in the work they will do some day.

B. Allow 30 minutes for the administration of the Work Values Inventory. Upon completion of the Inventory by each student, he should return it to the counselor.

IV. How can I use the results of the Work Values Inventory?

After you receive your scores on the Work Values Inventory and compare them with the results of the first exercise, you should have a clearer idea of what some of your values are today. This inforamtion gathered provides a basis for investigating those things which you seek in work, in schooling, and life in general.

Summary:

In summarizing the topic the counselor should, through student questions and class discussion, arrive at the general conclusion that our values reflect those things that are important to us in life. Our values will determine what things are important in future work experiences.

COUNSELOR NOTES

(MODEL)
CAREER GUIDANCE CURRICULUM UNIT
"SELF STUDY AND CAREER PLANNING"

TOPIC 5

Topic Title: Understanding My Aptitudes

Grade Level: 10-12 (flexible)
Time: 2-3 hours

Objectives:

1. To help the student find out more about himself in the area of Aptitudes.
2. To help the student understand the concept of aptitude in order to further assess his school and career goals.

Preparation:

1. Reproduce sufficient copies of the material or vocabulary terms and definitions to be used with this topic.
2. Compile (ASVAB) Armed Services Vocational Aptitude Battery Material to be used with this topic.

Key Points:

1. Aptitude is the capacity to learn in a particular area.
2. An aptitude score may be used as an indication for "probable success" in an occupation that requires that specific aptitude.
3. Aptitude potential can be developed.
4. An aptitude area is a combination of specific abilities.

Learning Activities and Teaching Strategies

I. Developing the concept "Aptitude".

A. Lead questions for discussion of aptitudes.

1. What is an aptitude?
2. How many kinds of aptitudes are there?
3. How does aptitude relate to who I am and where I am going?
4. What is the DAT and ASVAB?

B. At this point develop with the students a working definition of aptitude as a combination of abilities believed to be indicative of one's capacity to learn in some particular area.

Ex.: "musical aptitude" - a combination of physical and mental characteristics and motivational factors which are conducive to acquiring proficiency in the musical field.

C. It is important for the student to see aptitude as the capacity to learn.

II. At this point introduce the student to the various aptitude areas found in the Differential Aptitude Tests and the Armed Services Vocational Aptitude Battery.

A. Differential Aptitude Tests (DAT)

1. Verbal Reasoning
2. Numerical Ability
3. Abstract Reasoning
4. Clerical Speed and Accuracy
5. Mechanical Reasoning
6. Space Relations
7. Spelling
8. Language Usage

B. Armed Services Vocational Aptitude Battery (ASVAB)

1. Electronics
2. General Mechanical
3. Motor Mechanical
4. Clerical Administrative
5. General Technical

C. Distribute the handout material on terms related to the DAT, ASVAB, and standardized tests in general.

D. The counselor will review with the class each of the aptitude areas in the DAT and ASVAB and discuss any questions that may arise. The discussion will more than adequately give the students an appreciation for the variety of aptitude areas that exist.

III. How does aptitude relate to who I am and where I am going?

A. Explain to students that different opportunities in their future require different kinds of aptitudes. Their school and career goals will be influenced by their aptitude profile. Their success in any field will, of course, depend a great deal on their aptitudes in the areas that are important to that field.

B. For the next class session the counselor should tell the students to make an appointment in the guidance office with their counselor to obtain their scores from the DAT and the ASVAB.

IV. Interpreting your DAT and ASVAB scores.

A. By now the class should understand the meaning of the general terms used by the DAT and ASVAB: quartile, percentile, aptitude, aptitude area, and the general meaning of scores.

B. What does the aptitude score indicate?

1. The aptitude score may be used as an indicator for "probable success" in an occupation that requires that specific aptitude.

2. The DAT will give you a profile showing your strong abilities and weak abilities.

3. The ASVAB will give you a profile showing your strong aptitude areas and weak aptitude areas.

V. Administration of the test.

A. Distribute the DAT and ASVAB worksheet whereby each student will learn that specific conclusions can be drawn from his own set of scores.

B. It is important for the student to realize that he must include his general achievement in school along with his aptitude profile to obtain a true picture of his abilities.

VI. Can aptitudes be developed?

You already have an idea of the areas where your abilities and aptitudes are high and where they could still be developed. If you want to change your weak areas you just have to be willing to work hard at it. You can for the most part develop your abilities and aptitude areas!!

Summary:

In summarizing the topic the counselor should, through student questions and class discussion, arrive at the general conclusion that our abilities and aptitudes constitute a key factor in determing the kind of work we will do. We should consider our strong abilities and aptitudes and note that our weak areas for the most part can be developed with hard work! Even though we have the ability or aptitude for an occupation, we must also consider other factors like interests, values, attitudes, etc.

COUNSELOR NOTES

(MODEL)
CAREER GUIDANCE CURRICULUM UNIT
"SELF STUDY AND CAREER PLANNING"

TOPIC 6

Topic Title: Understanding My Attitudes

Grade Level: 10-12 (flexible)
Time: 2 hours

Objectives:

1. To help the student find out more about himself in the area of Attitudes.
2. To help the student see the relationship between his attitudes and his school and career goals.
3. To help the student gain insight into the relationship between attitudes and behavior.

Preparation:

Reproduce sufficient quantities of the Self-Appraisal Personality Scale, Self Rating Attitude Scale, and Situation-Reaction Exercise for distribution to students.

Key Points:

1. Attitudes influence how we act toward groups of people, objects, sets of ideas, situations, etc.
2. As a result of our attitudes we tend to avoid what has proved to be unpleasant and approach what has been rewarding.
3. Our behavior reflects our attitudes.
4. Knowing our attitudes and how we act in situations can help us to decide the work best suited for us.

Learning Activities and Teaching Strategies

I. Develop the concept "attitude".

A. What do we mean by attitude?

An attitude is an individual's tendency to act either positively or negatively toward groups of people, objects, sets of ideas, situations, or values.

Ex.: If a student does not perform well in school he has the tendency to develop a negative attitude toward school. His resulting behavior reflects his attitude.

(Ask students to give some examples of attitudes and possible outcomes.)

(Develop the discussion to the idea that the most important point about attitudes is that an individual will tend to avoid what has proved to be unpleasant and will approach what has been rewarding.)

B. How are attitudes formed?

"Attitudes are formed through learning but it rarely involves thinking." Attitudes are representative of one's feelings at a personal level.

C. How do attitudes relate to your personal and social behavior?

Your personal and social behavior includes how you act when you are by yourself or when you are with other people. How you act in part reflects your attitudes.

D. Why is it important to know something about my attitudes and personal and social behavior?

"Information about your attitudes and how you act in personal and social situations will help you to know in advance how you are likely to act in various settings related to school and career goals."

Ex.: If you don't like to meet new people, you probably would not like to work in a job that deals directly with the public.

II. Explore reality "attitude" situations.

A. Generate a group discussion by asking the significance of the following personal and social behaviors for school and career goals.

1. Handling difficult situations.

2. Working by yourself and using your attitudes.

3. Carrying through on an assigned or agreed upon task.

4. Contribution to others.

5. Considering the feelings of others.

(What attitudes do you see reflected in the above behavior?)

B. Introduce students to the Self-Appraisal Personality Scale and the Self Rating Scale.

III. Administer "attitude" evaluation scales.

A. To find out more about yourself in the area of attitudes and general personality you will take two self inventory rating scales:

1. Self-Appraisal Personality Scale.

2. Self Rating Attitude Scale.

The scales can help you explore your attitudes and general personality characteristics. The Self-Appraisal Personality Scale asks that you rate yourself in three areas: work habits, group attitudes, and personal characteristics; and the Self Rating Attitude Scale asks that you rate yourself according to personal descriptions.

After the students finish the exercise with the two self inventory rating scales, tell them that the best way to see how well they know themselves would be to ask their parents or friends to check their scale. Then compare to see if there are any differences of opinion. If there is a difference of opinion, it doesn't mean that you are wrong. You may know yourself better than anyone else. But, it may be helpful to try to figure out why the other person's opinion differs from yours.

At this time reintroduce the idea that knowing how you usually act in various situations can help you decide the type of school courses, or careers, which would be best for you.

B. Introduce students to the Situation-Reaction Exercise.

Explain that this exercise provides situations which you must react to in one of several ways. It is an exercise that asks you to predict what you would do in special situations. There are 10 questions and the exercise should take about 5 minutes.

IV. Direct post test activities.

A. After the class finishes the exercise divide the students into smaller groups to discuss the exercise and the meaning it has for school and career goals. Assign two questions to each group.

B. Each group should report its findings to the class and a general discussion should be held.

(This topic on attitudes just like the topics on interests, values, and aptitudes has tried to give you some information that will help you to discover the real you. How accurate your picture is depends upon how well you know yourself now than you did when you started this course.)

Summary:

In summarizing the topic the counselor should, through student questions and class discussion, arrive at the general conclusion that knowing our attitudes and how we act in a variety of situations will help us predict our suitability to various kinds of work settings.

COUNSELOR NOTES

(MODEL)
CAREER GUIDANCE CURRICULUM UNIT
"SELF STUDY AND CAREER PLANNING"

TOPIC 7

Topic Title: Problem-Solving Techniques

Grade Level: 10-12 (flexible)
Time: 1 hour

Objective:

To help students develop a thought process which can be used to solve problems in an orderly and analytical manner.

Preparation:

Reproduce sufficient copies of the handout on the general steps in the Problem Solving Process for distribution to students.

Key Points:

1. The problem solving technique can be used with a variety of problems, especially those related to decision making for career planning.

2. Problem solving process involves a series of steps that function as a guide to the thought process involved.

Learning Activities and Teaching Strategies

I. Approach the concept of "problem solving process".

A. What do we mean by problem solving process?

The problem solving process is a sound and analytical approach that helps you to arrive at decisions for the solution of problems.

B. What are the steps in the problem solving process?

1. Recognize the Problem

2. Make an Estimate of the Situation

3. Take Action

II. Analyze the aspects of the process.

A. Recognize the Problem

You must identify and evaluate all situations to determine the full impact of the problem.

B. Make an Estimate of the Situation

Before attempting to solve a problem, you must clearly define the exact nature of the problem - what is involved, what are the circumstances, when and where did the problem occur.

Here is a logical and orderly examination of these factors.

1. Determine the cause

   a. Once you have determined the exact nature of the problem, you must then determine why and how the problem arose and ascertain the facts that bear on the problem.

   b. If certain parts of the problem cannot be substantiated by facts, you may have to make logical assumptions, e.g., people must be interpreting me this or that way.

2. Determine possible solutions

   a. After you have determined the basic underlying cause or causes of the problem, you should consider possible solutions to the problem.

   b. Do not rule out a solution on first examination. Even if it later proves to be worthless in its entirely, a tentative solution may contain or suggest ideas of value.

   c. The more solutions you consider, the better your final solution is likely to be.

3. Evaluate possible solutions

   a. In evaluating the solutions you have picked, first compare their advantages and disadvantages.

   b. After you have done this with each solution, compare the merits of one solution against another to determine which solution is better.

   c. Above all, remember that jumping to conclusions often creates a more serious problem than the one you are attempting to solve.

4. Select the best solution

   This may be one of the single solutions considered previously, or it may be a combination of two or more of these possible solutions.

C. Take Action

1. Put the solution you have chosen into effect, using techniques appropriate to your personality.

2. Do not be content with merely initiated action, since success depends upon your ability and willingness to check results of the effort.

III. Evaluate the process with the class.

A. It is important to note that the above thought process can be used for the solving of all kinds of problems, especially those related to decision making for career planning.

B. At this point in the topic the counselor should give several examples of problem situations and have each student use the problem solving approach to solve them.

Summary:

In summarizing the topic the counselor should, through student questions and class discussion, arrive at the general conclusion that the problem solving process or some variation of it is helpful to arrive at decisions for solutions of many kinds of problems.

(MODEL)
CAREER GUIDANCE CURRICULUM UNIT
"SELF STUDY AND CAREER PLANNING"

TOPIC 8

Topic Title: A Look at Decision Making

Grade Level: 10-12 (flexible)
Time: 1 hour

Objectives:

1. To acquaint students with the various factors which influence decision making.
2. To help the student relate the general problem solving process to the career choice process.

Preparation:

1. Duplicate sufficient quantities of handout materials on Decision-Making for distribution to students.
2. Review the problem solving process thoroughly before beginning this topic.

Key Points:

1. The first part of decision making involves the gathering of much information about self, work, societal and cultural factors and many independent variables.
2. The second part of decision making is the analysis of data through a problem solving approach to attain a solution.

Learning Activities and Teaching Strategies

I. Introduce the process of decision making.

A. What have I learned about myself?

Elicit from students that they probably have a pretty good idea of who they are in the areas of interests, values, aptitudes, attitudes and behavior.

B. Point out that all this information will be useful when it comes time for them to choose school and career goals.

C. At this time develop the discussion to the specific areas of career goals by asking the question: What additional factors influence the making of decisions about career goals?

Elicit from the class such factors as: sex, age, physical abilities, personal history, social and cultural factors which operate on an impersonal basis, job requirements, employment opportunities, etc.

The main idea here is that decision making involves the gathering of much self information, work information, societal and cultural factors and many independent variables.

II. Develop the concept "decision making".

A. How can we describe decision making?

"It seems clear that although a decision may seem discrete, it is really only a step in a series of previously made decisions." It can be described as a continuing process having two parts:

1. The first part is the gathering of all kinds of information.

2. The second part is the analysis of the data through a problem solving approach to attain a solution.

B. What are the steps in the career choice process?

Elicit from the class the various steps in the general problem solving process.

1. Recognizing the nature of the problem.

2. Gathering the facts to determine the course.

3. Consider possible solutions.

4. Evaluate the solutions.

5. Select the best solution.

6. Put solution into effect.

(Explain to the student that the above thought process can be applied to making a career choice.)

III. Show the relationship of decision making to career choice process.

A. What are the basic steps in the career choice process?

1. The problem is making a career choice.

2. You gather information about self and the world of work.

3. Organize and evaluate pertinent data in an objective fashion.

4. Consider possible career choices.

5. Consider positive and negative consequences of choices.

6. Evaluate career choices.

7. Make tentative choice of career(s).

8. Continue to modify plans based on new information and personal feelings.

9. Continue the process.

B. The counselor should discuss the above career choice process with class for complete understanding and application.

Summary:

In summarizing the topic the counselor should, through student questions and class discussion, arrive at the general conclusion that decision making is a continuous process that involves the collecting of information and the analysis of data through a problem solving approach to attain a solution. Decision making is extremely important to the career choice process.

COUNSELOR NOTES

(MODEL)
CAREER GUIDANCE CURRICULUM UNIT
"SELF STUDY AND CAREER PLANNING"

TOPIC 9

Topic Title: How to Use Career Information and Materials

Grade Level: 10-12 (flexible)
Time: 2 hours

Objectives:

1. To acquaint the student with the Career Information Resource Center.
2. To encourage students to investigate occupations in which they are interested.
3. To encourage students to become knowledgeable about and to make use of resources available which present information about occupations.

Preparation:

1. Reproduce sufficient quantities of the guide, "An Outline For An Occupational Study", and the Career and Self-Appraisal Worksheet.
2. Reproduce sufficient quantities of the handout entitled "Types of Materials on Occupations".

Key Points:

1. Career planning involves investigation of resource materials dealing with occupations.
2. Students should learn proper techniques in using materials on careers and occupations.

Learning Activities and Teaching Strategies

I. Generate interest through discussion about occupations.

A. What advantages do you think there are in studying occupations?

Encourage students to answer this question in their own words.

B. Some major responses should include the following:

1. Education required.
2. Occupations change, learn about new ones that have great promise and projected ones now developing.
3. General understanding of the world of work.
4. Obtain a wide variety of information to help make effective decisions about career goals.

C. Many more items can be added to the list but it isn't necessary to establish the rationale for studying occupations. At this time, however, you can mention to the class that a survey given to the students listed 10 areas of information needed to study an occupation. The students selected the five more important areas they would want to know when investigating a possible career:

1. Education or training required.

2. Type of work (service rendered, working with People. Data, Things, etc.)

3. Interest in the career.

4. Starting salary.

5. Aptitudes and skills.

The above listing leads into the major ways a student can study a possible career.

II. Discuss the methods of researching occupations.

A. What are some of the ways we can use to study careers?

1. Learning from multi-media career materials.

2. Talking to people in a specific career and those who employ them.

3. Working part-time on a paid basis or volunteer.

B. Direct the class discussion to the fact that this topic will only involve the first way cited (multi-media materials) in studying a career due to the time element and objectives of the topics.

C. Refer now to the handout "Types of Materials on Occupations". Review this paper with the class and show as many examples of the material as possible.

III. Acquaint class with one established resource center.

A. Introduce the class to any established career information resource center in the guidance office or school library.

B. After the tour of the center return to the classroom and follow up on what the students have learned thus far about career materials and procedures to use in studying careers.

C. Each student should be ready to do an initial in-depth occupational study by using the "Outline For An Occupational Study". Ask each student to investigate one career and then compare what he has learned about the career with what he has learned about himself. He will use the Career and Self-Appraisal Worksheet for the comparative study.

D. Ask each student to bring the completed Career and Self-Appraisal study to the next and final class session.

Summary:

In summarizing the topic the counselor should, through student questions and class discussion, arrive at the general conclusion that students should become knowledgeable and informed about various careers and occupations, but that they should first develop a process of investigation that will provide them the information from the various available sources.

COUNSELOR NOTES

(MODEL)
CAREER GUIDANCE CURRICULUM UNIT
"SELF STUDY AND CAREER PLANNING"

TOPIC 10

Topic Title: What Is Career Planning All About? Grade Level: 10-12 (flexible)
Time: 1 hour

Objectives:

1. To encourage students to continue their career investigations.
2. To determine any changes which might have occurred in the areas of self-knowledge and career goals.
3. To obtain from students an anonymous evaluation of the course.
4. To review the highlights of the course.

Preparation:

Reproduce sufficient copies of course evaluation for distribution to students.

Key Points:

1. Career planning involves the integration of self knowledge and understanding with the knowledge and understanding of the world of work.
2. Individual career planning will mature as the student increases in his knowledge of self, knowledge of work and in his capacity to function within his social environment.

Learning Activities and Teaching Strategies

I. Refer to each students' completed career and self-appraisal study and state that the exercise was a framework to be used for successful career planning.

A. What does Career Planning involve?

1. Knowledge and understanding of self.
2. Knowledge and understanding of the world of work.
3. Integration of self and world of work so that effective decisions can be made.

B. The career and self-appraisal study made use of the knowledge you have learned about yourself and information about the career you studied. You then compared different factors of self and the career to make some tentative decisions. In a sense you had initiated the very process of career planning.

II. Involve the class in a course evaluation.

A. Review and discuss some of the course highlights.

B. Ask students to respond anonymously to the questions on the course evaluation form.

C. After collecting the evaluation forms, wish students good luck in continuing their career investigations and thank them for participating in the experimental program. Remind them that their counselors and the guidance office are always ready to assist them.

Summary:

In summarizing the topic the counselor should, through student questions and class discussion, arrive at the general conclusion that each student must understand and realize that in his own career planning, his personal characteristics and attributes are unique and they will definitely influence his tentative career goals. World of work information such as employment trends, job mobility, occupational supply and demand, etc. are critical considerations of career planning.

COUNSELOR NOTES

SECTION III

## GLOSSARY OF TERMS
## TO BE USED WITH
## THE CAREER GUIDANCE CURRICULUM UNIT

For standardization and evaluation purposes, the source of definitions identified for the (Model) Career Guidance Curriculum Unit is the Comprehensive Career Education Model (CCEM) Glossary for Staff Development. The Comprehensive Career Education Glossary serves as a preliminary and developmental guide for CCEM/CVTE personnel, Local Educational Agency (LEA) personnel and all other persons involved with career education.

### ABILITIES

Abilities are certain physical, mental, or social aspects of one's total being which characterize his capacity to perform.

### ADJUSTMENT

Adjustment is the process of personal modification which one must accept to be effective in the changing world.

### AFFECTIVE BEHAVIOR

Affective behavior is that behavior which is an expression of man's inner value judgement that deals with interests, beliefs, opinions and attitudes.

### AFFECTIVE DOMAIN

The affective domain is a conceptual framework in which to deal educationally with interests, values, beliefs, attitudes, etc. in terms of the degree of internalization. It is useful because it provides guidelines for the development of educational objectives for curriculum and evaluation purposes.

### APPRECIATIONS, ATTITUDES

Appreciations and attitudes are part of the affective component. They are how the individual feels toward his role and the roles of others in the world of work, career fields and toward society.

### APTITUDES

Aptitudes are the tendencies, capabilities or potentials to learn or understand.

### ATTITUDES

Attitudes relate to tendencies as reflected in behavior to accept or reject particular groups of individuals, sets of ideas, situations, or values.

### AVOCATION

An avocation is a non-work activity pursued for enjoyment or self improvement.

## CAREER

A career is a sequence of choices which form a pattern throughout one's life which represents part of one's self concept.

## CAREER AWARENESS

Career awareness is the knowledge of careers, particularly as they relate to the behavior, education and training, growth, rewards, and life-styles of persons in specific occupations or related occupations.

## CAREER DEVELOPMENT

Career development is a life long process which involves a series of experiences, decisions and interactions. When taken cumulatively, career development results in the formulation of a viable self-concept and provides the means through which that self-concept can be implemented both vocationally and avocationally.

## CAREER EDUCATION

Career education is a comprehensive and organized instructional program designed to facilitate the career development of students. It is an attempt to integrate the general, academic, and vocational curricula and to bridge the gap between the school and the community. The program is characterized by "learning how to live" and "learning how to make a living".

## CAREER GUIDANCE

Career guidance is the utilization of techniques including individual, group counseling and a variety of media for the dissemination of occupational information, and modifications of existing curriculum to meet student needs. Career guidance assists the student in career planning and decision making; enables the student to view life styles and personal satisfactions; and investigates education, work and leisure alternatives.

## CAREER IDENTITY

Career identity involves matching self to a role or roles within the world of work.

## CAREER INFORMATION

Career information pertains to occupations, educational requirements, and labor market information.

## CONTENT

Content is the unique substance covered in an instructional unit. In the (Model) Career Guidance Curriculum Unit it is the career education material that has been identified by the developer of the unit or by the counselors using it.

## COUNSELING

A problem oriented interpersonal process focused on solutions that are arrived at through the resources of the counseling situations, the family, the school or community.

DECISION-MAKING SKILLS

These skills are necessary in understanding cause and effect relationships and in applying information about self, society and the world of work.

LEARNING OUTCOMES

Learning outcomes specify a change in student behavior attributed to a teaching strategy.

LIFE STYLE

A life style is an individual's way of life based on his attitudes and values expressed in a consistent manner.

MODEL

A model is a framework for career guidance which identifies major components and serves as a reference for development of the career guidance process.

OCCUPATION

An occupation includes various work activities organized in similar ways. An occupation engages the worker's attention for a period of time but does not require single-minded commitment. It requires differentiated training and may involve considerable retraining.

PERSONAL ATTRIBUTES

Personal attributes are an individual's intrinsic qualities which he must consider when choosing a job and/or occupation.

PILOT TEST

Use of a product or instrument on a small scale during its developmental stage in order to obtain evaluation data for improving the product or instrument.

SELF

Self represents the entire make-up of the individual, emphasizing the relationship between the individual's changing perceptions of himself and a meaningful career choice.

SELF-APPRAISAL

Self-appraisal is the evaluation of one's self with respect to one's attitudes and values so that a realistic decision and choice can be made.

SELF-AWARENESS

Self-awareness includes the knowledge of personal aptitudes, abilities, interests, aspirations, and limitations.

SELF-SOCIAL FULFILLMENT

Self-social fulfillment is the internalized value system which activates the individual to to strive toward those roles which allow personal satisfaction.

SIGNIFICANT OTHERS

Significant others are those who, through affective relationships, influence the career choice of individuals.

SOCIAL NEEDS

The social needs of society are those met through people interacting with one another in an effort to solve common problems. Work is one area in which interaction takes place.

STRATEGIES

Strategies are the teaching skills or methods of instruction that have been identified as being necessary to successfully teach an instructional unit.

VOCATION

Vocation implies a dedication or long term commitment with a high level or requirements, rewards, and expectations.

VOCATIONAL GUIDANCE

Vocational guidance is an "individualized" aspect of the educational program. It is designed to enable each student to reach his full potential in career development.

WORK

Work is the sulfillment of job duties, the expectations for which one has been employed and is characterized by productivity and effort.

WORKER TRAITS

Worker traits are those abilities and personal characteristics required of a worker to achieve average job performance.

WORLD OF WORK

The world of work is the variety of occupations from which an individual may choose to prepare for employment.

## APPENDIX

### STUDENT HANDOUTS AND WORKSHEETS

Student copies of worksheets which correspond to each topic (and which are labeled in the upper right hand corner) appear in the following section.

Course Outline

Self-Appraisal Cover Page, "Who Am I?"

Interest Check List

Work Values Inventory List

Understanding My Aptitudes Worksheet

Understanding My Aptitudes (Information)

Self-Appraisal Personality Scale

Self-Rating Attitude and Behavior Scale

Situation-Reaction Exercise

General Steps In the Problem Solving Process

Decision-Making Information Sheet

Types of Materials on Occupations

Career and Self-Appraisal Worksheet

Self-Study and Career Planning Evaluation Form

## INTRODUCTORY TOPIC

## COURSE OUTLINE

1. Introduction

   Overview of what the course is about and what it involves.

2. Who Am I?

   How you see yourself now in relationship to your aptitudes, interests, values, attitudes and behavior.

3. Understanding My Interests

   This topic helps you to think about your interests and relate them to different kinds of occupations. You will also learn if you are interested in working with Data, People or Things.

4. Understanding My Values

   Your values are the things that are important to you in your life. This topic will help you to see how values affect your choice of school and career goals and just about everything else that is important to you.

5. Understanding My Aptitudes

   This topic will help you to understand the meaning behind the scores on the Differential Aptitude Tests and the Armed Services Vocational Aptitude Battery. How to use the scores for Career Planning will be stressed.

6. What are my Attitudes?

   Your attitudes influence how you act when you are by yourself or when you are with other people. Knowing how you act in personal and social situations will help you to know in advance how you are likely to act in an occupational or school setting.

7. Problem Solving Techniques

   This topic will help you to develop a thought process which can be used to solve problems.

8. A Look at Decision Making

   This topic will help you to apply the problem solving thought process to the making of a career choice.

9. How To Use Career Information and Materials

   This topic will introduce you to the types of occupational materials available in the school and the community. You will also learn how to use the information obtained and begin a career study project.

10. What is Career Planning All About?

    Here you will see that career planning is a three phased process. This topic will summarize the highlights of the course and you will be asked to evaluate the course in terms of your individual experience.

(STUDENT COPY) TOPIC 2

COVER PAGE FOR

SELF APPRAISAL ESSAY

"WHO AM I?"

In your essay include some information about each of the following:

1. abilities (D.A.T. scores, ASVAB scores, your social, scholastic and physical abilities).
2. interests (hobbies, extra curricular activities, and possible career goals).
3. personality traits (attitudes, behavior, self control, confidence, etc.)
4. strengths and weaknesses (purely subjective as you see them).
5. other information you feel is important.

Keep In Mind

1. abilities - things you can do.
2. interests - things you like to do.
3. values - things that are important to you.
4. attitudes - feelings that influence your actions when you are by yourself or with others.

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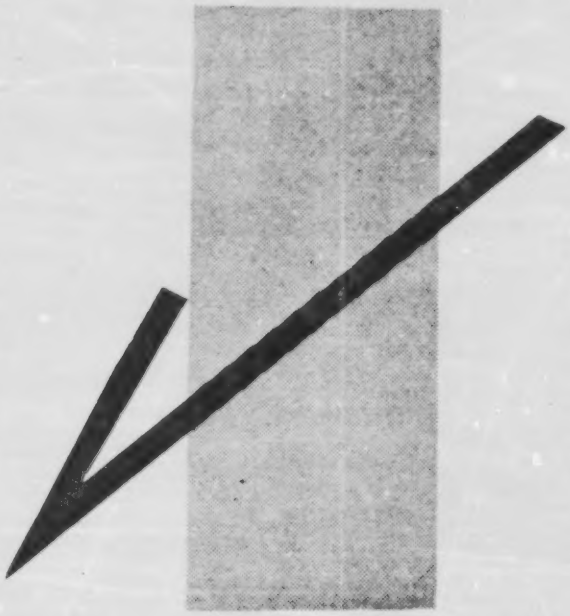
TOPIC 3

# *Interest* CHECK LIST



Developed by the
United States Training
and Employment Service

*Name* ..... *Date* .....

*Address or School* .....

It is important to all of us that we like our jobs, because, to succeed, we must be happy and interested in our work.

This Interest Check List may help you decide what kinds of work you would like. It indicates a broad range of activities which are found in most industries and occupations in the United States today.

Read and check each one of the statements carefully. If you think you would "like" to do this kind of activity, make a check √ under the "L"; if you "don't like" the activity, make a √ under the "D"; if you are not certain whether you would like the activity or not, make a √ under the "?".

After you have checked each activity, go back and double check √ √ at least three activities that you think you would most like to do.

You may check an activity even if you do not have training or experience for it, if you think you would enjoy the work. If you check the "?" this shows you are uncertain, either because you don't know enough about the activity or because you cannot make up your mind whether you like it or not.

After you have filled out the Check List, the Counselor will go over your responses with you to help you discuss further your interests and jobs you would like.



ES 585 (8-71)

Read each of the items below and indicate how you feel about the activity described by placing a check ✓ under

L (Like) ? (Uncertain) D (Dislike)

| | L | ? | D |
|---|---|---|---|
| Sketch or paint pictures of people or objects | | | |
| Create artistic designs | | | |
| Arrange or decorate interiors to get pleasing effects | | | |
| Carve objects from clay or stone | | | |
| Take photographs for use in advertising | | | |
| Design styles for clothing | | | |
| (WTG Pgs. 228, 230, 232) | | | |
| Prepare financial statements for a company | | | |
| Make appointments and answer telephone | | | |
| Make collections from customers | | | |
| Direct customers to proper departments in a store | | | |
| Talk to customers about complaints | | | |
| Conduct tours and act as a guide | | | |
| Interview persons to get census information | | | |
| Question motorists to get information for highway planning commission | | | |
| (WTG Pgs. 250, 252, 258) | | | |
| Observe and plot light flashes on radar scope to report air traffic | | | |
| (WTG Pg. 261) | | | |
| Select and catalog books and periodicals | | | |
| Sort and deliver letters | | | |
| (WTG Pg. 276) | | | |
| Operate office machines such as adding or calculating machines | | | |
| Check bills for errors | | | |
| Figure commissions and expenses | | | |
| Make change and cash checks | | | |
| Keep a set of books for a business concern | | | |
| Type letters and reports | | | |
| Take dictation in shorthand | | | |
| File reports alphabetically | | | |
| Operate a telephone switchboard | | | |
| Sell tickets and make change at theater | | | |
| (WGT Pgs. 269, 278, 280, 289, 291) | | | |
| Keep inventory of materials and equipment | | | |
| Sort articles by size and color | | | |
| Inspect and test quality of articles by taste, sight, or hearing | | | |
| Inspect articles by use of simple measuring devices | | | |
| Use precision measuring instruments to inspect products for flaws | | | |
| Carry and set stakes in a surveying crew | | | |
| (WTG Pgs. 271, 282) | | | |
| Collect and analyze information about community problems | | | |
| Advise people about their personal problems | | | |
| Interview and counsel people about jobs or schooling | | | |
| Conduct public opinion surveys | | | |
| Conduct studies of economic problems | | | |
| (WTG Pgs. 294, 296) | | | |
| Cook in a restaurant | | | |
| Plan and prepare meals in a private home | | | |
| Bake cakes, cookies, and other pastries for customers | | | |
| Order food supplies for hotel | | | |
| Make bread cakes and other bakery products | | | |
| (WTG Pgs. 310, 319) | | | |
| Grind lenses for cameras and microscopes | | | |
| Assemble and repair watches and cameras | | | |
| Cut and shape glass or stone for jewelry and other small articles | | | |
| Cut, sew, and fit cloth, leather, or fur articles | | | |
| (WTG Pgs. 312, 319) | | | |
| Oil, adjust, and repair machinery | | | |
| Repair and overhaul automobile engines | | | |
| Repair typewriters, calculators, and adding machines | | | |
| Build and test electronic equipment | | | |
| Install and repair telephone switchboards | | | |
| Repair radio and TV sets | | | |
| Straighten bent fenders and auto bodies | | | |
| (WTG Pg. 312) | | | |
| Paint or do paper hanging in houses or buildings | | | |
| Fix drains and faucets | | | |
| Lay bricks to construct walls and chimneys | | | |
| Build frame houses and other wood structures | | | |
| Wind electrical coils and armatures | | | |
| (WTG Pgs. 312, 319) | | | |
| Develop and print pictures | | | |
| Letter or stencil posters and signs | | | |
| Set type by hand for printing | | | |
| Operate machines to set type | | | |
| (WTG Pg. 312) | | | |

| | L | ? | D |
|---|---|---|---|
| Drill with a jackhammer in ore or rock | ___ | ___ | ___ |
| Weld metal parts together using automatic welding machine | ___ | ___ | ___ |
| Assemble metal parts with handtools | ___ | ___ | ___ |
| Work aboard tugboats, barges, and river boats | ___ | ___ | ___ |
| (WTG Pg. 322) | | | |
| Plant and care for flowers, lawn and shrubbery | ___ | ___ | ___ |
| Saw, trim, and chop trees in a forest area | ___ | ___ | ___ |
| (WTG Pg. 322) | | | |
| Instruct classes of students | ___ | ___ | ___ |
| Show others how to play new sports or games | ___ | ___ | ___ |
| (See Pg. 332) | | | |
| Operate machines to fill bottles, jars, or cans with liquids | ___ | ___ | ___ |
| Feed metal stock into machine to cut or shape metal products | ___ | ___ | ___ |
| (WTG Pg. 356) | | | |
| Pack fruits or vegetables for market | ___ | ___ | ___ |
| Distribute printed advertising to homes | ___ | ___ | ___ |
| Wash dishes and silverware by machine | ___ | ___ | ___ |
| Stack bundles of wheat, oats, and barley | ___ | ___ | ___ |
| (WTG Pg. 360) | | | |
| Plan and design roads and bridges | ___ | ___ | ___ |
| Design tools, machines, and electric equipment | ___ | ___ | ___ |
| Lay out machinery and plan flow of work in a factory | ___ | ___ | ___ |
| Draft plans for tools or machines | ___ | ___ | ___ |
| Make detailed drawings from specifications for buildings | ___ | ___ | ___ |
| Survey land to determine its measurements and contour | ___ | ___ | ___ |
| (WTG Pgs. 371, 375, 383, 385) | | | |
| Sing as a paid entertainer | ___ | ___ | ___ |
| Play a musical instrument | ___ | ___ | ___ |
| Compose or arrange music | ___ | ___ | ___ |
| Conduct an orchestra or band | ___ | ___ | ___ |
| (WTG Pgs. 394, 396, 496) | | | |
| Act in a play | ___ | ___ | ___ |
| Dance classical or interpretative dances | ___ | ___ | ___ |
| Model clothing for customers | ___ | ___ | ___ |
| (WTG Pgs. 392, 398, 408) | | | |
| Announce radio and TV programs | ___ | ___ | ___ |
| (WTG Pg. 400) | | | |
| Play professional baseball or other sports | ___ | ___ | ___ |
| (WTG Pg. 402) | | | |

| | L | ? | D |
|---|---|---|---|
| Patrol forest lands | ___ | ___ | ___ |
| (WTG Pg. 413) | | | |
| Plant, cultivate, and harvest crops | ___ | ___ | ___ |
| Raise and care for cattle, hogs, horses, and chickens | ___ | ___ | ___ |
| Cultivate vegetables for market | ___ | ___ | ___ |
| (WTG Pg. 411) | | | |
| Catch large quantities of fish and market them | ___ | ___ | ___ |
| Operate a fish hatchery | ___ | ___ | ___ |
| (WTG Pg. 411) | | | |
| Direct traffic | ___ | ___ | ___ |
| Direct fire fighting and prevention in factory | ___ | ___ | ___ |
| Inspect machines and working conditions to prevent accidents | ___ | ___ | ___ |
| Keep lookout for forest fires | ___ | ___ | ___ |
| (WTG Pg. 416) | | | |
| Make chemical or laboratory tests | ___ | ___ | ___ |
| Prepare medicines according to prescription | ___ | ___ | ___ |
| Conduct experiments in properties of metals and other materials | ___ | ___ | ___ |
| (WTG Pg. 418) | | | |
| Pilot an airplane for a commercial line | ___ | ___ | ___ |
| (WTG Pg. 422) | | | |
| Assist clients in obtaining legal rights | ___ | ___ | ___ |
| (WTG Pg. 425) | | | |
| Enforce state and national laws | ___ | ___ | ___ |
| Guard property against fire, theft, or damage | ___ | ___ | ___ |
| Store explosives | ___ | ___ | ___ |
| Check people entering factory gate and direct to proper entrance | ___ | ___ | ___ |
| (WTG Pg. 427) | | | |
| Construct and repair metal machines, parts, and tools | ___ | ___ | ___ |
| Works with drills and lathes to cut and shape metal | ___ | ___ | ___ |
| Operate automatic metalworking machines | ___ | ___ | ___ |
| (WTG Pgs. 430, 447) | | | |
| Make or repair furniture or cabinets | ___ | ___ | ___ |
| Operate machines to saw or shape wood | ___ | ___ | ___ |
| Tend sawing or boring woodworking machines | ___ | ___ | ___ |
| (WTG Pgs. 430, 435, 447) | | | |
| Operate a mimeograph machine | ___ | ___ | ___ |
| Operate printing press | ___ | ___ | ___ |
| (WTG Pg. 435) | | | |

| | L | ? | D |
|---|---|---|---|
| Operate textile looms or hosiery-knitting machines | | | |
| Operate power sewing machine to make clothing | | | |
| Use machines to press, stretch, or pleat fabrics | | | |
| (WTG Pg. 435) | | | |
| Operate furnaces or ovens to heat or melt metals | | | |
| Pour and dip hot metals into molds | | | |
| Mix solutions for plastic materials | | | |
| Tend machines which mix or cook foods or drugs | | | |
| Operate equipment to refine petroleum products | | | |
| Operate a concrete mixer | | | |
| Polish marble or granite by machine | | | |
| Mix paints according to formula | | | |
| Tend tanks to dye or bleach leather | | | |
| Operate equipment making or treating paper | | | |
| (WTG Pgs. 435, 447) | | | |
| Operate cranes and power shovels to move materials | | | |
| Lift and move objects with small crane or electric truck | | | |
| (WTG Pg. 444) | | | |
| Direct a crew of workmen | | | |
| Supervise clerical staff in an office | | | |
| Organize and direct operations in a factory | | | |
| Supervise a group of salesmen | | | |
| (See Pg. 460) | | | |
| Observe and report weather conditions | | | |
| Explore and chart earth's crust to locate gas and oil deposits | | | |
| Work out high-speed computer problems using mathematics | | | |
| (WTG Pgs. 466, 468) | | | |
| Perform nursing duties in hospitals or home | | | |
| Treat animals for injury or disease | | | |
| Do medical X-ray work | | | |
| Plan menus for hospitals, schools, or hotels | | | |
| (WTG Pgs. 473, 477, 479) | | | |

| | L | ? | D |
|---|---|---|---|
| Take charge of playroom for children | | | |
| Organize games and read to small children | | | |
| Take care of and feed infants in a nursery | | | |
| (WTG Pg. 479) | | | |
| Purchase supplies for a large firm | | | |
| Sell furniture in a store | | | |
| Sell insurance or real estate | | | |
| Sell building and construction equipment | | | |
| Demonstrate cosmetics for sale | | | |
| Canvass homes to demonstrate and sell products | | | |
| Contact buyer for supermarket to get order for merchandise | | | |
| Deliver products over an established route | | | |
| Sell merchandise in a variety store | | | |
| (WTG Pgs. 484, 488) | | | |
| Set tables and serve food and drinks | | | |
| Give shampoos, manicures, and facials | | | |
| Direct patrons to tables in restaurant | | | |
| Give service to airline passengers during flight | | | |
| Operate passenger elevator | | | |
| (See Pg. 498) | | | |
| Sell gas and oil at a service station | | | |
| (WTG Pg. 503) | | | |
| Serve as guide for hunting and fishing trips | | | |
| (WTG Pg. 505) | | | |
| Clean and polish shoes | | | |
| Deliver telegrams by bicycle | | | |
| (WTG Pgs. 507, 509) | | | |
| Drive a trailer-truck or bus | | | |
| (WTG Pg. 519) | | | |
| Write short stories or books | | | |
| Write articles to influence people's opinions | | | |
| Report events or activities | | | |
| Edit or rewrite news items | | | |
| Write TV and radio scripts | | | |
| Comment on news for radio and TV | | | |
| (WTG Pgs. 522, 524, 526) | | | |

**NOW, GO BACK AND DOUBLECHECK AT LEAST THREE ACTIVITIES THAT YOU WOULD MOST LIKE TO DO**

## WORK VALUES INVENTORY LIST

(Directions)

Please place a check after those values that are important to you and an X for those values which are not important.

| | IMPORTANT | NOT IMPORTANT |
|---|---|---|
| 1. Altruism -- the value found in work that lets one help others. | _____ | _____ |
| 2. Esthetic -- the value found in work that lets one make beautiful things and add beauty to the world. | _____ | _____ |
| 3. Creativity -- the value found in work that lets one invent new things, design new products, or develop new ideas. | _____ | _____ |
| 4. Intellectual Stimulation -- the value found in work that lets one think for one's self and learn how and why things work. | _____ | _____ |
| 5. Achievement -- the value found in work that gives one a feeling of accomplishment in doing a job well. | _____ | _____ |
| 6. Independence -- the value found in work that lets one do a job his/her own way, as fast or slowly as you want. | _____ | _____ |
| 7. Prestige -- the value found in work that makes one look important in the eyes of other people and gives one their respect. | _____ | _____ |
| 8. Management -- the value found in work that lets one plan and lay out work for others to do. | _____ | _____ |
| 9. Economic Returns -- the value found in work that pays well and lets one have the things you want. | _____ | _____ |
| 10. Security -- the value found in work that allows one to be sure that one will have a job, even in hard times. | _____ | _____ |
| 11. Surroundings -- the value found in work that is done under pleasant conditions - not too hot, too cold, too noisy, too dirty, etc. | _____ | _____ |
| 12. Supervisory Relations -- the value found in work that is done for a supervisor who is fair and easy for you to get along with. | _____ | _____ |

13. Associates -- the value found in work that is done with people one likes. _____ _____

14. Way of Life – the value found in work that lets one live the kind of life one selects and lets one be the kind of person he wishes. _____ _____

15. Variety – the value found in work that lets one do many different types of jobs. _____ _____

You will be able to compare your expressed values on this list with the scores you receive from the complete Work Values Inventory.

# UNDERSTANDING MY APTITUDES

## WORKSHEET

(On this sheet you will learn what specific conclusions can be drawn from your DAT and ASVAB scores.)

### (DAT)

1. List the ability area or areas which are your particular strong ones:

   _____ _____

   _____ _____

2. In which quartile (first, second, third or fourth) does your VR + NA score fall?

   _____

3. What does this score indicate to you?

   _____

   _____

4. List some careers that make use of your strong DAT ability areas:

   _____ _____

   _____ _____

   _____ _____

5. List the area or areas which are weak:

   _____ _____

   _____ _____

6. What do these weak areas mean to you?

   _____

   _____

7. Does the information obtained from the DAT scores confirm or contradict what you already thought about your abilities? _____ What type of plans will you make due to the information obtained?

_____

_____

(ASVAB)

8. List the aptitude areas which are your particular strong ones:

_____ _____

_____ _____

9. In which percentile does your General Tech score fall? _____

10. What does this score indicate to you?

_____

_____

11. List some careers that make use of your strong ASVAB aptitude areas:

_____ _____

_____ _____

_____ _____

_____ _____

12. How do you see yourself in light of the information gathered from the DAT and ASVAB?

_____

_____

_____

_____

_____

_____

# UNDERSTANDING MY APTITUDES

## INFORMATION ON THE DAT, ASVAB, AND STANDARDIZED TEST

## VOCABULARY

### Standardized Test Vocabulary

Aptitude:

The capacity to learn.

Differential:

The difference between two.

Evaluation:

Estimate of nature or value of something or someone.

Norm:

A set standard of achievement usually derived from the average achievement of a large group.

Percentile:

Dividing individual scores into one hundred groups of equal frequency.

Profile:

The outline of something.

Quartile:

Dividing the distribution of the individuals into four groups of equal frequency.

Standardized Test:

A test which has been given to many people of different backgrounds over a period of time.

### (ASVAB)

The (ASVAB) is a nine component ability test.

1. Coding Speed Test (CS)

   In this speed test there is a Key and 100 items. The Key is a group of words with a code number for each word. Each item presents one word for which the student indicates the code number.

2. Word Knowledge (WK)

Each item requires the student to select the best synonym or definition for a specified word.

3. Arithmetic Reasoning (AR)

Each item is a reasoning problem involving application of arithmetic processes.

4. Tool Knowledge (TK)

Each item presents five drawings of various tools or shop equipment. The student indicates which of the four alternative drawings goes best with the lead drawing.

5. Space Perception (SP)

Each item consists of five drawings, a pattern and four boxes. The student determines which one of the boxes can be made by folding the given pattern.

6. Mechanical Comprehension (MC)

Each item includes a drawing or drawings illustrating some physical principle and a question concerning it.

7. Shop Information (SI)

This test has questions about shop practices and the use of tools. Many of the items contain drawings.

8. Automotive Information (AI)

Each item asks a question about the identification or operation of automobile parts.

9. Electronics Information (EI)

This test has questions about elementary principles of electricity and about electrical or electronic devices.

## ASVAB Aptitude Areas

Each of the above sub-tests can be combined in special ways to form Aptitude Areas.

1. Electronic= Mechanical Comprehension + Electronic Information.

2. General Mechanical= Space Perception + Shop Information.

3. Motor Mechanical= Mechanical Comprehension + Automotive Information.

4. Clerical Administrative= Word Knowledge + Coding Speed.

5. General Technical= Word Knowledge + Arithmetic Reasoning.

Each one of the above aptitude areas corresponds to particular occupations found in the ASVAB Guide. You can correlate your strong aptitude areas with the more than 700 civilian occupations in the guide.

(DAT)

Differential Aptitude Tests

1. Verbal Reasoning

To understand, think, and reason with words -- an ability needed in almost all school subjects but especially important in courses that require extensive reading or class disucssion such as English, Social Studies, Science and History. The ability to understand and use ideas expressed in words in important in jobs such as teacher, guidance counselor, social worker, reporter, editor, lawyer -- and in jobs as diverse as life insurance salesman, policeman, bank teller, restaurant hostess, car rental clerk, and hospital attendant.

2. Numerical Ability

To reason with numbers and solve mathematical problems -- an ability related to the mastery of school subjects that require quantitative thinking such as business arithmetic, algebra, geometry, chemistry, and physics. Specific occupations require varying degrees of numerical ability -- important in jobs such as economist, engineer, credit analyst, cost accountant, insurance underwriter, market research analyst, mathematician and statistican -- and needed in a variety of other jobs such as account executive, bank manager, broker, business manager, sales clerk, salesman, surveyor, and weather observer.

VR + NA (Verbal plus Numerical)

An efficient indicator of general scholastic aptitude, the ability to learn from books and lectures and to master school subjects.

3. Abstract Reasoning

To think logically without words or numbers, to see and manipulate mentally the relationships among things, objects, patterns, diagrams or designs -- an ability useful in shop, drafting and laboratory courses. Useful for computer programmers, systems analysts, and scientists. A special use of the Abstract Reasoning Test is the comparison of the score with that achieved on the Verbal Reasoning Test for students with foreign language backgrounds. The Abstract Reasoning score may be the better indicator of the foreign student's readiness to learn.

4. Clerical Speed and Accuracy

The ability to compare and mark simple letter and number symbols quickly and accurately -- a perceptual-motor skill useful in business courses and in clerical tasks such as filing, coding, library cataloging, and stock room work. Needed for jobs such as bank teller, business manager, broker, cashier, clerk, cost accountant, salesman, stenographer, and typist.

5. Mechanical Reasoning

To understand mechanical principles and devices and apply laws of everyday physics -- to understand how appliances work and how tools are used. Courses in the physical sciences, technical studies, and manual training are easier for students who have mechanical reasoning ability. Useful in a wide variety of occupations such as auto mechanic, bulldozer operator, carpenter, drill press operator, longshoreman, photo-engraver, policeman, medical technologist, and engineer.

6. Space Relations

To "think in three dimensions" or picture mentally the shape, size, and position of objects. An ability that is helpful in geometry, drafting, art and design courses. Useful in jobs such as architect, bus driver, cabinet maker, die-maker, draftsman, dress designer, dental hygienist, geologist, nurse, and surveyor.

7. Spelling

To recognize correct and incorrect spellings of common English words. The ability to spell correctly is needed for written reports in any school subject. Predicts success in typing and stenographic courses. Needed for jobs such as secretary, technical manual writer, editor -- any job using writing skills.

8. Language Usage

Sensitivity to language structure, to recognize correct and incorrect word usage, grammar, and punctuation. An ability needed in English and other school subjects requiring class discussion and written reports. Command of language is needed in jobs such as copywriter, editor, lawyer, reporter, teacher, salesman -- any job requiring written or oral communication.

## SELF-APPRAISAL PERSONALITY SCALE

| NAME | VERY POOR | POORER THAN MOST | ABOUT SAME AS MOST | HIGHER THAN MOST | VERY HIGH |
|---|---|---|---|---|---|
| WORK HABITS | | | | | |
| 1. Industrious | | | | | |
| 2. Accuracy | | | | | |
| 3. Promptness | | | | | |
| 4. Concentration | | | | | |
| GROUP ATTITUDES | | | | | |
| 1. Reliability | | | | | |
| 2. Cooperation | | | | | |
| 3. Leadership | | | | | |
| 4. Sportsmanship | | | | | |
| 5. Respect for others' rights | | | | | |
| PERSONAL CHARACTERISTICS | | | | | |
| 1. Friendliness | | | | | |
| 2. Courtesy | | | | | |
| 3. Neatness | | | | | |
| a. in person | | | | | |
| b. in work | | | | | |
| 4. Self-confidence | | | | | |
| 5. Poise | | | | | |
| 6. Self-control | | | | | |

## SELF RATING ATTITUDE AND BEHAVIOR SCALE

### WHAT KIND OF PERSON ARE YOU?

Below you will see a double list of sentences that could be used to describe you or someone you know. Between each pair of sentences there are five blank spaces. You are to mark one of these spaces to show where you think a description of you would fall. Look at this example:

I am kind _____: _____X_____: _____: _____: _____ I am cruel

You are to decide if you think you are kind or cruel. If you think you are very kind you place an X in the space closest to kind. If you think, on the other hand, that you are very cruel you would place the X in the space closest to cruel. If you think that you are kind, but not extremely so, you would place an X in the second place. In the example above, the X was placed in this second place because the person filling it out thinks that he is kind, but not extremely kind. If you think that you are neither kind nor cruel, then you would place the X in the middle.

## SELF RATING ATTITUDE AND BEHAVIOR SCALE

| | | |
|---|---|---|
| I take my work seriously . . . | ____: ____: ____: ____: ____ | I am happy-go-lucky |
| I study hard . . . . . | ____: ____: ____: ____: ____ | I don't study hard |
| I get good grades at school . . | ____: ____: ____: ____: ____ | I get poor grades |
| I read a lot . . . . . | ____: ____: ____: ____: ____ | I don't read very much |
| I'm good at sports . . . . . | ____: ____: ____: ____: ____ | I'm poor at sports |
| I like to lead others . . . . . | ____: ____: ____: ____: ____ | I prefer to follow others |
| I can take orders . . . . . | ____: ____: ____: ____: ____ | I don't like being told what to do |
| I am reliable . . . . . | ____: ____: ____: ____: ____ | I don't mind breaking promises |
| I am generous . . . . . | ____: ____: ____: ____: ____ | I think mostly about what I want |
| I like adventure . . . . . | ____: ____: ____: ____: ____ | I hate to try new things |
| I do things quickly . . . . . | ____: ____: ____: ____: ____ | I am slow and painstaking |
| I get angry easily . . . . . | ____: ____: ____: ____: ____ | I rarely lose my temper |
| I stay home most of the time | ____: ____: ____: ____: ____ | I go out most of the time |
| I am considerate of others . . | ____: ____: ____: ____: ____ | I think mostly of myself |
| I like to be around people . . | ____: ____: ____: ____: ____ | I am the "lone wolf" type |
| I like to talk . . . . . | ____: ____: ____: ____: ____ | I prefer to listen to others |
| I make friends easily . . . . . | ____: ____: ____: ____: ____ | I am shy with strangers |
| I have many friends . . . . . | ____: ____: ____: ____: ____ | I haven't any friends |
| I am satisfied with my appearance . . . . . | ____: ____: ____: ____: ____ | I don't like the way I look |

## SITUATION-REACTION EXERCISE

What would you do?

Do you know yourself well enough to predict what you would do in special situations? Read each question given below, then check the alternative action you think that you would take. Of course, you should realize that we all behave differently at different times. Your answer will be how you think you would usually behave. If what you think you would do is not listed in the choices given here, you can write in your own response in the space provided.

1. If your folks won't let you see your favorite TV show, what would you do?

___ a. Sulk and go to your room.

___ b. Pretend you didn't want to see it anyway.

___ c. Beg your folks to let you see it "this" time.

___ d. Cry out, "You never let me see the programs I want to."

___ e. _____

2. When your mother reminds you that you have a homework assignment to do, what do you usually do?

___ a. Continue listening to the radio and say, "In just a minute."

___ b. Get right at it and get it done.

___ c. Pretend to start studying while listening to the radio.

___ d. Ask for help from someone in the family.

___ e. _____

3. You have a job at home that is your special duty. What do you usually do?

___ a. Put off doing it.

___ b. Need to be reminded to do it every day.

___ c. Bribe someone else in the family to do it.

___ d. Go ahead and do it on time.

___ e. _____

4. If your club is depending on you to introduce the speaker at the next assembly, what would you probably do?

___ a. Prepare your speech and practice your part until you know it well.

____ b. Trust to luck to think of something to say when the time comes.

____ c. Back out at the last minute and let someone else do it.

____ d. _____

5. If your teacher talked to you after school and suggested some ways you could improve your work, what would you probably do?

____ a. Sulk and think, "I never do things right."

____ b. Get angry at her criticism and tell your folks, "She picks on me."

____ c. Take your teacher's advice to heart and try to improve.

____ d. _____

6. Someone in your class at achool gives a party and doesn't invite you. What would you do?

____ a. Try to "crash" the party.

____ b. Find some other interesting activity to do for that time.

____ c. Plan a party for the same time and try to get everyone to come to your party instead.

____ d. Spend the evening feeling sorry for yourself.

____ e. _____

7. You are reciting in class when your tongue gets twisted and out comes a ridiculous sentence. What would you do?

____ a. Join in the laughter, too.

____ b. Get angry at your classmates for laughing.

____ c. Feel embarrassed and worry about it the rest of the day.

____ d. _____

8. The same thing happens to your friend. What would you do?

____ a. Laugh at him.

____ b. Tease him by repeating the twisted sentence when you see him later.

____ c. Say, "The same thing happened to me yesterday."

____ d. _____

9. If you're gaining weight too fast and the doctor says you must cut out sweets, what would you probably do?

____ a. Say, "Oh, I'm sure a little candy bar once in a while won't hurt."

____ b. Think to yourself, "Oh, why did this have to happen to me?"

____ c. Say to yourself, "It's going to be hard sometimes not to eat sweets, but I'll do it."

____ d. _____

10. When you hear a friend being criticized, what do you do?

____ a. Stick up for him.

____ b. Join in the criticism.

____ c. Try to change the subject.

____ d. _____

## GENERAL STEPS IN THE PROBLEM SOLVING PROCESS

Remember that the problem solving process is a sound and analytical approach that helps you to arrive at decisions for the solution of problems.

A. Recognize the Problem

1. Identify and evaluate all situations to determine the full impact of the problem.

B. Make an Estimate of the Situation

1. Determine the cause (why and how of problem; obtain the facts)
2. Determine possible solutions
   a) consider various solutions to problem after determining cause or causes.
   b) do not rule out a solution on first examination.
   c) more solutions you consider, the better your final solution is likely to be.
3. Evaluate possible solution
   a) compare advantages and disadvantages of each solution.
   b) compare merits of one solution to the other to determine which is best.
   c) do not jump to conclusions.
4. Select the best solution
   a) may be one solution
   b) may be a combination of solutions

C. Take Action

1. Put solution into effect.
2. Check results and constantly evaluate.

## DECISION-MAKING INFORMATION SHEET

A. Some Factors That Influence Decision Making

1. Interests
2. Values
3. Attitudes
4. Aptitudes
5. Physical abilities
6. Personal history
7. Personal behavior
8. Social behavior
9. Sex
10. Age
11. Social & cultural factors
12. Job requirements
13. Employment opportunities

(Possible guide to steps in the career choice process)

1. Recognize the problem (career choice).
2. Gather information about self and world of work.
3. Organize and evaluate pertinent data in an objective fashion.
4. Consider possible career choices.
5. Consider positive or negative consequence of choice.
6. Evaluate career choices.
7. Make tentative choice of career(s).
8. Continue to modify plans based on new information and personal feelings.
9. Continue process.

## TYPES OF MATERIALS ON OCCUPATIONS

A. Career Fiction

An account, portrayed through the experiences of one or more fictional characters, of an occupation which may encompass duties, qualifications, preparations, conditions, and nature of work and advancement. Note: Some overglamorize professions and do not give an accurate picture.

B. Biography

An account of the life of a successful man or woman in a given field of endeavor, portraying the problems faced by this person in preparing for and advancing in his career.

C. Occupational Monograph

Extensive coverage of all phases of an occupation. A detailed, comprehensive analysis of a field of work and its related occupations (about 4,000 to 8,000 words).

D. Occupational Brief

Covers the various tupes of specialization in an occupational field in general terms. Not as extensive as a monograph, yet describes all phases of the various job opportunities (about 3,000 words).

E. Occupational Abstract

A concise summary of a job in an occupational area, citing the duties and nature of employment in general terms (about 1,500 words).

F. Occupational Guide

Brief facts about various phases of an occupational title. Contains general information about the occupation but does not describe any particular job. May be in outline form or a booklet or leaflet.

G. Job Series

Broad coverage of an entire occupational area, giving brief accounts of all job opportunities in a field. May be book, manual, or article.

H. Business and Industrial Descriptive Literature

Describes a particular business or industry. May show scope and pattern of occupational opportunities.

I. Occupational and Industrial Description

Describes the principal opportunities of an occupation in one industry or one occupation in several industries. Discusses an occupation as it relates to employment opportunities in industry. May include a brief account of the industries.

J. Recruitment Literature

Descriptive promotional information pointed toward recruiting young men and women into an occupation or career field. Brief coverage of facts.

K. Poster or Chart

Occupational information presented by pictures, graphs, tables in black and white or color, portraying information about jobs, opportunities, trends, qualifications, and preparations. Data is concise summarized form, permitting quick review or stimulating interest in a major occupational group.

L. Article or Reprint

An account of an occupation, a phase of an occupation, or a person performing the occupation. Covers most pahses of the job. Varies in length and degree of coverage. May also be a fact sheet, series of tables, etc. Usually, but not necessarily, in prose style. May be newspaper, magazine, or other publication.

M. Community Survey, Economic Report, Job Analysis

Very accurate, highly statistical, comprehensive reports made as the result of local, national or industrial studies. Professional studies not easily adapted to student use.

N. Other

Specialized occupational studies, general occupational reviews, technical reports or portions thereof, if applicable, and other miscellaneous occupational information. Information presented by types other than those listed above should be accounted for here. Includes occupations in relation to specific college curricula.

## CAREER AND SELF APPRAISAL WORKSHEET

These questions are designed to help you to compare what you now know about this career with what you know or can learn about yourself. Completing this section will involve some repetition, but this is necessary in order to help you to select and to bring together the most important facts, take a good look at them, and decide what further information you may need, or what your next step should be.

### Interests

List the things you would have to do in this occupation that you think you would enjoy.

_____

_____

_____

List the things that you would have to do in this occupation that you think you would dislike.

_____

_____

_____

### Physical Requirements

List any particular physical requirements that you must meet in this occupation.

_____

_____

_____

List any physical requirements that you think it may be difficult for you to meet.

_____

_____

_____

### Aptitudes

List any special aptitudes that are necessary for this occupation (mechanical, clerical, scholastic, etc.)

_____

_____

_____

Have you taken any tests to measure these aptitudes? List results of these tests and/or other evidence of these aptitudes.

_____

_____

_____

## Preparation

List the number of years of high school and college training necessary or desirable.

List the number of years of high school and college training that you think you have the ability and desire to obtain.

## Earnings

What are the expectancies in earnings for this occupation?

Do you feel that this will be satisfactory for you?

## Job Demand

What is the present picture and the employment outlook for this occupation?

Does the employment outlook seem good in terms of your potential and your limitations? (Consider your chances for success in preparation, training, etc.)

## Job Satisfaction

Ask someone in this occupation what he likes best and least about it. List what he likes most.

List the things that he dislikes.

List any other reasons what you think this would be a good occupation for you to enter.

_____

_____

_____

List any other reasons why you think this would not be a good occupation for you to enter.

_____

_____

_____

## OUTLINE FOR AN OCCUPATIONAL STUDY

"The questions listed are intended to help you in search for the kinds of facts you will want to obtain before you decide whether or not to choose a particular occupation as a career."

This exercise can be used as a guide for all future job explorations. Answers to the questions asked may be obtained from many sources (employers, occupational materials, career workshops, personal job experiences, etc.)

Name of Occupation _____

1. Future prospects: Are workers in demand today? Is the employment picture expected to increase or decrease? What are the reasons?

_____

_____

_____

_____

What is the outlook for this occupation on Long Island and in New York?

_____

_____

_____

2. Nature of work: What are the tasks of the worker in this occupation?

_____

_____

_____

_____

Is the work done inside, outside or both?

_____

What are the working conditions? (hot, dry, humid, noisy, etc.)

_____

_____

Is work done with others, around others, or alone?

_____

3. Physical requirements:

   Age limits? _____

   Sex? _____

   Weight? _____

   Strength? _____

   Others? _____

4. What abilities and aptitudes are needed for this career?

   _____

   _____

5. Education and Training: How many years of education required?

   _____

   What type of experience background required?

   _____

   Is there a special kind of training or educational background required?

   _____

6. Advancement: What are the advancement opportunities? To what, after how long, and after what additional preparation or experience?

   _____

   _____

   _____

7. Earnings:

   Average earnings? _____

   Beginning earnings? _____

   Maximum expectancy? _____

8. Geography: Are workers in this occupation evenly distributed over the U.S., or more concentrated in certain areas?

9. Advantages and disadvantages: Name some of the advantages and disadvantages of this occupation.

10. Interest and Feelings: What are your feelings about this occupation? Do you have an interest in it? How do you relate to it?

## SELF-STUDY AND CAREER PLANNING EVALUATION FORM

1. How has this course been helpful to you? _____

2. How could this course have been more helpful to you? _____

3. What did you learn about yourself in the following areas:

   Interests: _____

   Values: _____

   Attitudes: _____

Aptitudes: _____

_____

_____

_____

4. Do you understand how the career choice process works? _____

_____

_____

_____

5. Do you understand yourself better now than before you took the course? _____

_____

_____

_____

6. How do you feel about counselors teaching a course of this type? _____

_____

_____

_____

7. Additional comments: _____

_____

_____

_____

_____

_____

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